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Announcement  
1909-1910

LA SALLE EXTENSION UNIVERSITY  
(NON-RESIDENT INSTRUCTION)

CHARTERED UNDER THE LAWS OF ILLINOIS

DEPARTMENT OF LITERATURE



PUBLISHED BY

La Salle Extension University  
CHICAGO





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LA SALLE EXTENSION UNIVERSITY

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# LA SALLE EXTENSION UNIVERSITY

## Department of Literature

### FOREWORD

BY

WILLIAM CLEAVER WILKINSON, A.M., D.D., LL.D.,

Professor of Poetry and Criticism in the University of Chicago, Author of "The Epic of Saul," "The Epic of Paul," "The Epic of Moses," etc.

It is a happy omen that the LA SALLE EXTENSION UNIVERSITY has decided to place its powerful organization and its well-earned prestige at the service of the cause of literature and of popular literary culture. The time current is peculiarly the day of science, and literature has suffered comparative neglect; but here is an encouraging sign that literature is coming into possession of its own again. No wise lover of literature will permit himself to wish that science should be honored less, but every wise lover of science even might well wish that literature should be honored more. The present initiative of the LA SALLE EXTENSION UNIVERSITY may be expected to contribute materially to this much-to-be-desired result.

For my own part, I can sincerely testify that it has given me a most unexpected vivid pleasure to have "Wilkinson's Foreign Classics in English" selected to constitute a kind of foundation for the projected "Extension University" curriculum of studies having for their object the promotion of genuine literary culture among the people of this country. In the writer's opinion, no better start is possible on the path to attainment of true culture than intelligent attention to the classics of antiquity, followed by similar attention to classics in modern languages which everywhere betray the formative influence of ancient standards and models.

What the LA SALLE EXTENSION UNIVERSITY has chosen for beginning a course of study promotive of intellectual culture will be found to secure, for the student desiring such culture and not content with mere information, a combination of several distinct important advantages.

In the first place, not to confuse and discourage the student by offering him pages bristling with unfamiliar proper names not necessary and not profitable for him to know,

# LA SALLE EXTENSION UNIVERSITY

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### FOREWORD (Continued)

there was made, out of the whole number of candidates presenting themselves for inclusion, a very careful selection of the authors, not too many, deemed most worthy to be represented.

In the second place, still with the same object in view, from the various works of the authors selected, those works were thoughtfully fixed upon which seemed at once the most truly characteristic of their individual genius, and the most likely to interest and profit the student.

Then a third task of selection was undertaken, in detaching from those works such extracts, not too long, as best admitted of being made a separate subject of study.

After this, an effort followed, to give these extracts a setting of comment, sometimes biographical, sometimes historical, sometimes otherwise explanatory, that should, so to speak, connect them back again vitally with the text from which they were sundered, and make them as thoroughly intelligible to the student as they would be if the full text itself were before him.

Again, the current conventional estimates of the authors treated and of their works are clearly stated, while also there are in many cases supplied original independent criticisms, not always concurring, by the present author or compiler himself.

The student is thus incited and enabled to exercise his own individual judgment as to the justness of the sentences pronounced by his author upon the works passed under review. Doing this produces ability to do it, and ability to do it is of the very essence of culture.

*Faustfully*  
*N. C. Wickman*

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The University of Wisconsin has this to say of extension teaching:

“The possibility of teaching by correspondence has already been demonstrated by practical experiment. While such instruction lacks some of the advantages which resident study gives, it has compensating advantages of its own. In correspondence instruction, the teaching is personal and individual. Every student studies and recites the whole lesson, comes in contact with the teacher as an individual, not as a member of a large class. It can be done at home and thereby brings into the home a new influence and charm. Correspondence work, moreover, throws a man upon his own resources and makes him self-reliant and self-determining.”

President Pritchett, formerly of the Massachusetts Institute of Technology, said:

“The growth of such schools, whose students are drawn wholly from those who are denied a college training, is the most striking evidence which can be presented not only of the need which such men feel for additional training, but of their determination to obtain it.

“In Massachusetts alone, more men and women are seeking training in correspondence schools than in all other technical schools—public and private combined.”

Charles W. Eliot, formerly President Harvard, said:

“The great problem of America in the immediate future is that of adult education.”

“The work done by correspondence is even better than that done in the classroom. The correspondence student does twenty times as much reciting as he would in a class where there were twenty people, and the results stay with him.”—The late Dr. Wm. R. Harper, President of the University of Chicago.

Hundreds of equally strong endorsements regarding the value of extension work from equally prominent sources could be mentioned.

LA SALLE EXTENSION UNIVERSITY

Department of Literature

EXTRACT, PREFACE OF TEXT

BY

W. C. WILKINSON, A.M., D.D., LL.D.,

Professor of Poetry and Criticism,  
University of Chicago.

“This is not a school-book—though, on the other hand, it is designed to be a book that any school-boy or school-girl would like to read, *and would read with profit.*”

“It is not a book to be studied and labored over—though, again, on the other hand, it is designed to be such that some study and labor spent on it *would prove to have been pains not ill bestowed.*”

“It is not prepared for any particular class of persons exclusively, *but for all classes of persons alike.*”

“It conveys information, *but it is information that every intelligent reader will be glad to acquire.*”

“What is undertaken in this Course is dictated and prescribed by the well-established customs of our American institutions of classical education.”

## LA SALLE EXTENSION UNIVERSITY

### Department of Literature

**GENERAL STATEMENT:** An earnest effort has been made to provide a complete and thoroughly practical course in ancient and modern literature, and to supply a series of studies that would lead the student by easy stages through the most interesting and instructive fields of literature.

A familiarity with the great literary masterpieces paves the way for all that is highest and best in life, disciplining the mind, extending the mental vision, increasing the vocabulary and adding a certain elegance to the student's diction.

In every community there are persons who stand out among their associates. When they read a book, hear a lecture, witness a play, or see a painting, they appreciate the privilege of such pleasures more than any mere observance of the same. The secret of this superiority consists in realizing the strength and beauty of literature.

We quote the following: "I wish it were possible to show those who long to get on in the world, but feel that they are crippled by the lack of an education, how easy it is to get at home a good substitute for a regular course at school, or even at college."

"If we could only realize that a college course is simply made of single hours of study and reading, it would not seem so formidable. Every hour of highly concentrated study at home may be made just as valuable as the same hours so spent at college. Very few graduates have gone out into the world as well equipped mentally as some of our most eminent American statesmen who never saw the inside of a college, but who took good advantage of every opportunity for self-improvement."

The great university of life is the college founded in the home.

# LA SALLE EXTENSION UNIVERSITY

## Department of Literature

The object of this Course is to conduct readers through substantially the same course of reading in the different literatures as is accomplished by students who are graduated from our American colleges.

It will be found that the present series of text books goes farther in the case of each literature than the average college graduate will have gone in the prescribed course of his study of the several languages.

The four languages represented are:

Greek  
Latin  
French  
German

There is no undertaking to make readers conversant with these *languages*; the undertaking is to make them conversant with the *literatures* written in these languages.

The text used in this Course is prepared by Prof. William Cleaver Wilkinson, A.M., D.D., LL.D., formerly Professor of Modern Languages, University of Rochester, and now Professor of Poetry and Criticism, University of Chicago.

Prof. Wilkinson's "Foreign Classics in English" has received endorsement of many learned and critical authorities, including:

The heads of the Department of *Greek* in the Universities of:

Chicago  
Columbia  
Harvard  
Yale  
Michigan  
Rochester

and other Universities and Colleges..

# LA SALLE EXTENSION UNIVERSITY

## Department of Literature

The heads of the Department in *Latin* in the Universities of:

Chicago  
Michigan  
Wisconsin  
Rochester,  
etc.

The Presidents of:

Northwestern University  
Dartmouth College  
Newton Theological Institution  
Yale University  
University of Michigan  
Brown University  
Vassar College,  
etc.

Leading Periodicals, including:

"The Nation"  
"The Independent"  
"The Outlook"  
"The Westminster Review"  
"The Atlantic Monthly"  
"The Methodist Quarterly Review,"  
etc.

And, also, many eminent literary men, such as:

Edmund Clarence Stedman  
Thomas Wentworth Higginson  
Edward Everett Hale  
Moses Coit Tyler  
Edward Eggleston  
George P. Fisher  
Lyman Abbott, and others.

Whoever is preparing for college; whoever is already a student in college; whoever has left a college course unfinished; whoever has accomplished a college course; whoever has been prevented from taking a college course, will secure in this Course a clear understanding and a satisfying knowledge of the world's best classical literature.

# LA SALLE EXTENSION UNIVERSITY

## Department of Literature

### GREEK CLASSICS IN ENGLISH.

The literature of Greece is remarkable equally for its matter and for its form.

The Greek mind was curious, bold, enterprising, sagacious, acute, subtle. If it loved light too well to be distinctively deep, yet it loved light so well as almost always, at least, to be clear. It was extremely hospitable and penetrable to ideas. It was agile, graceful, gay—open to sensuous impression, passionately fond of beauty, as it was gifted with a sense divine of measure, proportion, and harmony. It was instinctively enamored of the perfect in whatever it attempted, and it was capable of great patience. It was exquisite in taste and judgment, while, by necessary complement and contrast, it was electrically alive to everything grotesque or ridiculous.

These qualities of the Greek mind impressed themselves, as the seal impresses itself upon the wax, upon Greek literature.

There never has been, anywhere else in the world, so much writing approaching so nearly to ideal perfection in form as among the Greeks.

For the purpose of study in style there is nothing else equal to Greek literature.

Quoting from Prof. Wilkinson: "Our plan is to give our readers a knowledge of Greek authors, representing four different departments of Greek literature."

*The list of subjects treated includes:*

Herodotus  
Thucydides  
Plato  
Æschylus  
Sophocles  
Euripides  
Aristophanes  
Pindar

Sappho  
Simonides  
Theocritus  
Bion  
Moschus  
Demosthenes  
Æschines, etc.

# LA SALLE EXTENSION UNIVERSITY

## Department of Literature

### LATIN CLASSICS IN ENGLISH

Regarding this section of the work Prof. Wilkinson says: "The student may confidently feel that what he finds here deals with matter that will interest many generations to come, as it has already interested many generations past. The human mind will have to be constituted otherwise than as it is, before it ceases to be concerned with its own former history. And that history is inextricably intertwined with the language in which the great perished nation of mankind did its thinking, its speaking and its writing."

"It would be impossible to exaggerate the supreme dominion exercised by the national purpose to conquer, over Roman character and life. This purpose was a fire that burned up in the soul of Rome everything that tended to hinder it, everything that did not tend to help it. Truth, honor, justice, pity, love—every sentiment that had in it a trace of unselfishness was withered, was shriveled, was turned to ashes, licked by that fierce, fiery flickering tongue.

"The Romans had the will. It was of no use to defeat them in battle. Defeat only made them more resolute than before. They never made peace but as conquerors. On occasion of disaster to their arms, they rose in spirit with the decline of their fortune, and demanded more, rather than less, as a condition of peace. There was but one effectual way to subdue such a people, and that way was to annihilate them. The nation to annihilate the Romans did not appear. Be patient; they will at last, with long suicide, annihilate themselves."

The list of subjects treated includes:

Livy	The Literature of Rome
Tacitus	Quintilian
Plautus	Ovid
Terence	Sallust
Horace	Virgil
Caesar	Juvenal
The Latin Reader	Cicero
Cicero's Orations	Pliny,
The City and the People	Etc.

# LA SALLE EXTENSION UNIVERSITY

## Department of Literature

### FRENCH CLASSICS IN ENGLISH

*The author says:* "The aim has here been to furnish the student the means of acquiring a knowledge—trustworthy and effective, of the great literature which has been written in French. This object has been sought, not through narrative and description, making books and authors the subject, *but through the literature itself*, illuminated by the necessary explanation and criticism."

Again: "Of French literature, taken as a whole, it may boldly be said that it is not the wisest, not the weightiest, not certainly the purest and loftiest, but by odds *the most brilliant and the most interesting literature in the world*. French literature is a living body from which no important members have ever yet been rent by the ravages of time."

"In eloquence, in philosophy, even in theology; in history, in fiction, in criticism, the French language is hardly second in wealth of letters to any other language whatever, either ancient or modern."

"What constitutes the charm—partly a perilous charm—of French literature, is, before all else, *its incomparable clearness, its precision, its neatness, its point*. Added to this, its lightness of touch, its sureness of aim, its vivacity, sparkle, life—in one word, *its style*."

THE LIST OF SUBJECTS TREATED INCLUDES:

Froissart	Saurin
Rabelais	Fénelon
Montaigne	Le Sage
LaRoche foucauld	Lamartine
LaBruyère	Balzac
Vauvenargues	Joubert
LaFontaine	Montesquieu
Molière	Tocqueville
Pascal	Voltaire
Béranger	Rousseau
Sainte-Beuve	St. Pierre
Musset	Diderot
Mme. de Sévigné	D'Alembert
Corneille	Mme. de Staël
Racine	Chateaubriand
Bossuet	Victor Hugo
Bourdaluou	George Sand
Massillon	Amiel, etc.

# LA SALLE EXTENSION UNIVERSITY

## Department of Literature

### GERMAN CLASSICS IN ENGLISH

Dr. Wilkinson says: "This text has an object similar to that of each text preceding in the series to which it belongs.

"It aims to enable readers knowing English, but not German, to acquire, through the medium of the former language, a satisfactory acquaintance with the chief classics of German literature.

"The method proposed of accomplishing this is—having first made a summary sketch and characterization of German literature *as a whole*,—to present these through translation, in specimens from those generally acknowledged the best—whether prose or verse—accompanied with such comment, biographical, explanatory, critical, as may be judged desirable in order to secure the fairest and fullest final impression on the reader's mind, primarily of the true characteristic individual quality of each author treated, and, secondarily, of each author's historic relation and influence.

"Taking translated German text, select and representative, for the basis, the backbone of the book, we have sought so to edit the text as to invest it with flesh,—its own flesh; to inspire it with breath,—its own breath; to give it a heart,—its own heart; in short, to make it live, and with its own life.

#### THE LIST OF SUBJECTS TREATED INCLUDES:

Luther	Rückert
Hans Sachs	Tieck
Gerhardt	Novalis
Klopstock	The Schlegels
Gellert	The Grimms
Lessing	Hoffmann
Körner	Chamisso
Wieland	Fouqué
Brun	Uhland
Herder	Goethe
Richter	Schiller
Bürger	Heine

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*Illustrative Topical Outline*

The analytical outlines on the following pages give an idea of the workmanlike manner in which the authors and their writings are treated. This full, interpretative presentation of the great masterpieces is characteristic of both text and lectures.

*LA SALLE EXTENSION UNIVERSITY*

**Department of Literature**

Thou art adjudged to guard this joyless rock  
Erect, unslumbering, bending not the knee,  
And many a cry and unavailing moan  
To utter on the air. For Zeus is stern,  
And new made Kings are cruel.

—Aeschylus: "Prometheus."

AESCHYLUS,

THE CREATOR OF GREEK TRAGEDY.

I. ARISTOTLE'S DEFINITION OF TRAGEDY.

II. SHAKESPEAREAN AND GREEK TRAGEDY COMPARED.

- (a) Modern tragedy presents real life idealized.
- (b) Ancient tragedy presented our ideal life realized.

III. RISE OF GREEK TRAGEDY.

- (a) Its purpose.
- (b) The theater. Actors. Acting.

IV. AESCHYLUS.

- (a) Youth, experience as a soldier, creator of tragedy, subject matter of plays, characteristics of his genius.

V. PROMETHEUS.

- (a) Plot.
- (b) Characterization.
- (c) Style.
- (d) Mrs. Browning's translation.
- (e) Interpretative study of Prometheus.
- (f) Critical estimate.

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VIRGIL,

“THE BEST-READ POET OF ALL TIME.”

- I. VIRGIL.
  - (a) His life.
  - (b) His character.
  - (c) His genius.
- II. VIRGIL'S POEMS.
  - (a) Pastoral.
  - (b) Epic.
- III. THE RELATION BETWEEN VIRGIL AND DANTE.
  - (a) As a guide.
  - (b) As a master.
- IV. THE TEN ECLOGUES OF VIRGIL, NOW EXTANT.
  - (a) The length.
  - (b) The metre.
  - (c) The idea.
- V. THE FAMOUS PARALLEL OF VIRGIL'S "POLLIO" BY POPE, INCLUDING THE FOURTH PASTORAL, WHICH HAS FOR OSTENSIBLE SUBJECT, BIRTH OF THE MARVELOUS BOY, SINGULARLY COINCIDENT WITH PROPHECIES OF HOLY WRIT, AND VARIOUSLY SUPPOSED TO BE:
  - (a) The son of Anthony.
  - (b) The son of Pollio.
  - (c) The son of Augustus.
- VI. THE GEORGICS.
  - (a) Derivation.
  - (b) Object.
  - (c) Episode.
- VII. THE AENEID—"MOST FAMOUS OF POEMS."
  - (a)
    1. The standard.
    2. The purpose.
    3. The effect.Translations by
  - (b)
    1. Connington.
    2. Dryden.
    3. Morris.
  - (c) Contrast between
    1. Iliad of Homer.
    2. Aeneid of Virgil.
- VIII. SUMMARY OF THE ACTION OF THE AENEID.

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**Department of Literature**

*“Life is a flower of which Love is the honey.”*

—Victor Hugo.

VICTOR HUGO

- I. THE FRENCH ROMANTICISTS OF 1830.
  - (1) Classicism Law.
  - (2) Romanticism Life.
- II. VICTOR HUGO.

Precocity. Interest in public affairs.  
“History of a Crime.” Personality.  
A fighting romanticist.
- III. INTERPRETATIVE STUDIES.
  - (1) Novels.

Les Miserables.

    - (a) Tragic situations.
    - (b) Strength of characterization.
    - (c) Prose style.
    - (d) Philosophy.
    - (e) Teachings by love and example.
  - (2) Dramas.
    - (a) Cromwell, Hernani.
    - (b) Critical estimates.
  - (3) Poetry.
    - (a) The Grave and the Rose.
    - (b) Critical estimate.
- IV. INFLUENCE OF HUGO’S WRITINGS UPON FRENCH MEN OF LETTERS.
- V. INFLUENCE OF HUGO’S WRITINGS UPON THE PRESENT DAY CHARACTER AND LIVES OF MEN.
- VI. HUGO’S LOVE OF AND BELIEF IN MANKIND.

*LA SALLE EXTENSION UNIVERSITY*

**Department of Literature**

Joy is the mainspring in the whole  
Of endless Nature's calm rotation.  
Joy moves the dazzling wheels that roll  
In the great time-piece of Creation.

—Schiller: Hymn to Joy.

SCHILLER,

THE FAVORITE POET OF GERMANY.

- I. JOHANN CHRISTOPH FREDRICH VON SCHILLER.  
Education, Friendships, Character. Methods of Work.
- II. INTERPRETATIVE STUDIES.
  - (1) Dramas.
    - (a) The Robbers. Its effect upon German conservatism.
    - (b) Wallenstein a trilogy, plot, characterization, style.
    - (c) Critical estimate.
  - (2) Poetry.
    - (a) The Divisions of the Earth, Hope, Song of the Bell.
    - (b) Diver, Knight Tobbenburg.
    - (c) Critical estimate.
- III. INFLUENCE OF SCHILLER'S WRITINGS UPON GERMAN LITERATURE.

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A FEW ILLUSTRATIVE PASSAGES FROM

Les Miserables

“The Bible of the World, the Gospel of the People,” representing Hugo’s prose at its very best, alike in style, in thought and in spirit.

“Waterloo is the strangest encounter in history. Napoleon and Wellington. They are not enemies; they are opposites. Never did God, who is fond of antitheses, make a more striking contrast, a more extraordinary comparison.

On one side, precision, foresight, geometry, prudence, an assured retreat, reserves spared, with an obstinate coolness, an impertrubable method, strategy, which takes advantage of the ground, tactics, which preserve the equilibrium of battalions, carnage, executed according to rule, war regulated, watch in hand, nothing voluntarily left to chance, the ancient classic courage, absolute regularity.

On the other, intuition, divination, military oddity, superhuman instinct, a flaming glance, an indescribable something which gazes like an eagle, and which strikes like the lightning, a prodigious art in disdainful impetuosity, all the mysteries of a profound soul, association with destiny; the stream, the plain, the forest, the hill, summoned, and in a manner, forced to obey, the despot going even so far as to tyrannize over the field of battle; faith in a star mingled with strategic science, elevating but perturbing it.

Wellington was the Bareme of war; Napoleon was its Michael Angelo. On this occasion genius was vanquished by calculation. On both sides some one was awaited. It was the exact calculator who succeeded.”

**Department of Literature**

“True or false, that which is said of men often occupies as important a place in their lives, and above all in their destinies, as that which they do.”

“Was he, in the midst of these distractions, these affections which absorbed his life, suddenly smitten with one of those mysterious and terrible blows which sometimes overwhelm, by striking to his heart, a man whom public catastrophes would not shake, by striking at his existence and his fortune?”

“You are looking at a good man, and I at a great man. Each of us can profit by it.”

“Man has upon him his flesh, which is at once his burden and his temptation. He drags it with him and yields to it. He must watch it, check it, repress it, and obey it only at the last extremity. There may be some fault even in this obedience; but the fault thus committed is venial; it is a fall, but a fall on the knees which may terminate in prayer.”

“Since the most sublime things are often those which are the last understood, there were people in the town who said, when commenting on this conduct of the Bishop, ‘It is affectation.’”

“He sought to counsel and calm the despairing man, by pointing out to him the resigned man, and to transform the grief which gazes upon a grave by showing him the grief which fixes its gaze upon a star.”

## LA SALLE EXTENSION UNIVERSITY.

### Department of Literature

"They pointed out his house to any one who was in need of anything."

"Do not inquire the name of him who asks a shelter of you. The very man who is embarrassed by his name is the one who needs shelter."

"This door does not demand of him who enters whether he has a name, but whether he has a grief. You suffer, you are hungry and thirsty; you are welcome."

"The great dangers lie within ourselves. What matters it what threatens our head or our purse? Let us think only of that which threatens our soul."

"I will weep with you over the children of kings, provided that you will weep with me over the children of the people."

"Abuses existed, I combated them; tyrannies existed, I destroyed them; rights and principles existed, I proclaimed and confessed them."

"Be it said in passing, that success is a very hideous thing. Its false resemblance to merit deceives men."

"What more was needed by this old man, who divided the leisure of his life, where there was so little leisure, between gardening in the daytime and contemplation at night? Was not this narrow enclosure, with the heavens for a ceiling, sufficient to enable him to adore God in his most divine works, in turn? Does not this comprehend all, in fact, and what is there left to desire beyond it? A little garden in which to walk, and immensity in which to dream. At one's feet that which can be cultivated and plucked; over head that which one can study and meditate upon; some flowers on earth, and all the stars in the sky."

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"His youth, which was packing up for departure long before its time, beat a retreat in good order, bursting with laughter, and no one saw anything but fire."

"The arms of mothers are made of tenderness; in them children sleep profoundly."

"The most ferocious creatures are disarmed by caresses bestowed on their young"

"The goodness of the mother is written in the gayety of the child."

"There exist crab-like souls which are continually retreating towards the darkness, retrograding in life rather than advancing, employing experience to augment their deformity, growing incessantly worse, and becoming more and more impregnated with an ever-augmenting blackness."

"Certain natures cannot love on the one hand without hating on the other."

"Injustice had made her peevish, and misery had made her ugly."

"To be blind and to be loved, is, in fact, one of the most strangely exquisite forms of happiness upon this earth, where nothing is complete."

"To be served in distress is to be caressed."

"The sacred law of Jesus Christ governs our civilization, but it does not, as yet, permeate it; it is said that slavery has disappeared from civilization. This is a mistake. It still exists; but it weighs only upon the woman, and it is called prostitution."

**Department of Literature**

“That he carried prayer to the pitch of a superhuman aspiration is probable; but one can no more pray too much than one can love too much.”

“There are men who toil at extracting gold; he toiled at the extraction of pity. Universal misery was his mine. The sadness which reigned everywhere was but an excuse for unfailing kindness. Love each other; he declared this to be complete, desired nothing further, and that was the whole of his doctrine.”

“The cities make ferocious men because they make corrupt men. The mountain, the sea, the forest, make savage men; they develop the fierce side, but often without destroying the humane side.”

“Jean Valjean had entered the galleys sobbing and shuddering; he emerged impassive. He had entered in despair; he emerged gloomy.”

“From year to year this soul had dried away slowly, but with fatal sureness. When the heart is dry, the eye is dry.”

“Is there not in every human soul, was there not in the soul of Jean Valjean in particular, a first spark, a divine element, incorruptible in this world, immortal in the other, which good can develop, fan, ignite, and make to glow with splendor, and which evil can never wholly extinguish?”

“Jean Valjean, my brother, you no longer belong to evil, but to good. It is your soul that I buy from you; I withdraw it from black thoughts and the spirit of perdition, and I give it to God.”

“Still retaining on their faces something of serenity of toil, and in their soul that flower of honesty which survives the first fall in woman.”

# LA SALLE EXTENSION UNIVERSITY

## Department of Literature

### SUMMARY OF COURSE

THE EXTENSION COURSE IN LITERATURE covers a period of one year and embraces:

1. **CERTIFICATE OF MATRICULATION** entitling the holder to the Course of Instruction in Literature and the privilege of Correspondence and Consultation on any point or question pertaining to the study.
2. **THE TEXT:** Foreign Classics in English, six sections, three-fourths Morocco, prepared by William Cleaver Wilkinson, A.M., D.D., LL.D., Professor of Poetry and Criticism, University of Chicago. The text contains discussions of the classics and examples of literary interpretation, illustrating the rules and principles of practical criticism as outlined in the Course.
3. **THE LECTURES:** A series of twelve lectures by authors and teachers eminent in the field of letters. each lecture, being complete in itself, presents distinct phases of prose, poetry and criticism.
4. **QUESTIONNAIRE:** A series of analytical and illustrative questions based on the lectures and text, emphasizing the instruction features. This method enables one to acquire a knowledge of literature without the intensive study common to such work.
5. **EXAMINATIONS:** Papers carefully corrected, criticized, graded and returned.
6. **CREDITS:** Allowed for proficiency attained in the monthly examination. A minimum of 75 per cent. required in the examinations for award of diploma.
7. **DIPLOMAS:** Issued upon satisfactory completion of the twelve months' study, certifying that the holder has attained proficiency in the work of the course.
8. **DISCOUNTS:** On all new standard books and publications (except newspapers or magazines). A saving of 15 per cent. to 50 per cent. on book purchases to members desiring to avail themselves of the wholesale purchasing privilege of the LaSalle Extension University.

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LECTURE COURSE

The series of written lectures of the course will be of intense interest to the student. They deal with certain phases of literary criticism that are certain to arouse interest and stimulate further study. The following list will indicate the scope of this field as covered by the Course:

The Practical Uses of Literature.

The Art of Robert Browning.

Beginnings of the Modern Drama.

The Technique of the Short Story.

The Dramatic Art of Suderman.

The French Canadian in Literature.

Maeterlinck, Poet, Dramatist and

Mystic.

Dramatic Criticism and the Modern  
Stage.

The Theater of the Greeks.

Elements of Literary Criticism.

Comidie Humaine of Balzac.

Present Day Fiction.

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QUESTIONNAIRE.

The questions relating to this Course in Literature will be found in a separate booklet. They are based upon the contents of the text and the Special Lectures.

The purpose of these questions is, *first*, to develop a technical knowledge of literature; *second*, to direct the thought along lines of art, philosophy, literature, civics, and the science of self-culture.

*A Few Sample Questions Follow:*

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## Department of Literature

What special features are worthy of note about the geography of Greece? Text Book I, p. 8

Name the three most famous peoples of the world. Text Book I, p. 9

Explain briefly why literature is the most enduring of all products of human genius. Text Book I, p. 16

Explain the lesson taught in Aesop's fable of "The Kid and the Wolf." Text Book I, p. 40

In the realm of poetry, which poem is generally considered the world's masterpiece? Give reasons for this. Text Book I, p. 124

Contrast the character and mental attitude of Bryant, one of the translators of the Iliad, with that of Homer, the author of the Iliad. Text Book I, p. 139

What is considered to be the greatest achievement of Aristotle? Text Book I, p. 260

In what lies the charm of the historical writing of Herodotus? Text Book II, p. 17-18

What is considered the greatest production of Plato? Text Book II, p. 85

What must we do to prepare the mind to gain a true estimate of Greek tragedy? Text Book II, p. 130

Explain the chief feature of the comedy of Aristophanes. Text Book II, p. 217

Through what channel did the philosophy of Aristotle find its way into Christian theology? Text Book I, p. 256

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The writing of what two authors marks the beginning and the end of classic Roman literature?

Text Book III, p. 41

Give briefly from book four of Caesar's Commentaries, an account of his invasion into Britain.

Text Book III, p. 144-146

What do you consider suggested Virgil to Dante as the guide in his imaginative experiences in hell and purgatory?

Text Book III, p. 208-209.

(a) Contrast the literary qualities which distinguish the writings of Livy and

(b) the writings of Tacitus. Text Book IV, p. 63

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Tell the story of LaFontaine's fable of "The Animals sick of the Plague."

Text Book VI, p. 73

(a) Who is considered the greatest writer of comedy in the world?

(b) Give the plot of one of his plays.

Text Book VI, p. 75-78

What is the subject of Voltaire's "Candide?"

Text Book VI, p. 203

What circumstances connected with the publishing of "Les Miserables" made the book unique in the history of literature?

Text Book VI, p. 278

What is meant by the reference to "Les Miserables" as "The Bible of the World, the Gospel of the People?"

What similarity do we find in the literary art of Balzac and Dickens?

Text Book VI, p. 295

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**Department of Literature**

What particular quality of literary power made Lessing a living force in German literature?

Text Book V, p. 56

For the writings of what German author was a special lexicon published to explain the meaning of the strange words he employed?

Text Book V, p. 123

What is meant by the statement that "the key to Goethe's literary product is Goethe himself?"

Text Book V, p. 163

Upon what personal experience is Goethe's "The Sorrows of Young Werther" based?

Text Book V, p. 173

Upon what legend is Goethe's Faust founded?

Text Book V, p. 206

What age was Schiller when his drama, "The Robber," was published?

Text Book V, p. 222

Compare Marlowe's Faustus and Goethe's Faust and bring out the different handling of the legend.

Text Book V, p. 206-207

Tell briefly the story of Wieland's "Oberon."

Text Book V, p. 87

In what manner was the personality of Richter shown in his correspondence?

Text Book V, p. 136-7

Explain what is meant by the term Romancers and Romanticists in German Literature.

Text Book V, p. 285-6

(a) Give the name of Heine's prose masterpiece.

(b) Describe briefly his work.

Text Book V, p. 303-4

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**Department of Literature**

EXPRESSIONS, VALUE OF TEXT

The most conclusive test of the intrinsic value of any proposition, whether literary, scientific or economic, is the guide afforded by those who are in a position to express an unbiased, disinterested and authoritative opinion.

Please note the opinions that follow and the sources from which they emanate. No evidence could be more conclusive or more reliable.

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### Department of Literature

SAMUEL H. GREENE, D. D., LL. D., President of Columbian University, Washington, D. C.: "Professor Wilkinson has laid the world of scholarship under obligation to him by this admirable contribution to its literature."

RICHARD PARSONS, A. M., D. D., Professor of Greek, Ohio Wesleyan University, Delaware, Ohio: "The work on 'Wilkinson's Foreign Classics in English' is finely done. From the careful perusal of such works even the translation is spirited, the sketches good, and the general perspective excellent."

EDMUND CLARENCE STEDMAN, LL. D., New York: "The presentation of Plato, Aristophanes and Demosthenes struck me as being peculiarly apt and instinctive."

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ALVAH HOVEY, D. D., LL. D., late President of Newton Theological Institution: "I do not often read a volume through from beginning to end without omitting a chapter, paragraph, or sentence. But I have read in this way the Preparatory Greek Course simply because it is so instructive and captivating that I could not persuade myself to pass over any word of it unread."

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"The work seems to be excellently done; the style is extremely pleasing and sprightly, and I believe even a young reader will appreciate the compliment of being asked to decide between various translations of Virgil, for instance. They are really fascinating books."

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“History teaches no uncertain lesson. The elements of greatness and success are in the man. There are no locks and keys on learning, there is no monopoly of ideas. There are no secret formulas handed down from generation to generation or locked up in the language of an alien tongue. The ordinary man will content himself with an ordinary understanding. Genius will be satisfied with nothing short of absolute mastery.”—James DeWitt Andrews, LL D, former Prof. Law, Northwestern University, Chairman Com. on Classification, Am. Bar. Asst., Author “Cooley’s Blackstone,” Wilson’s Works, “Andrews’ American Law,” etc.





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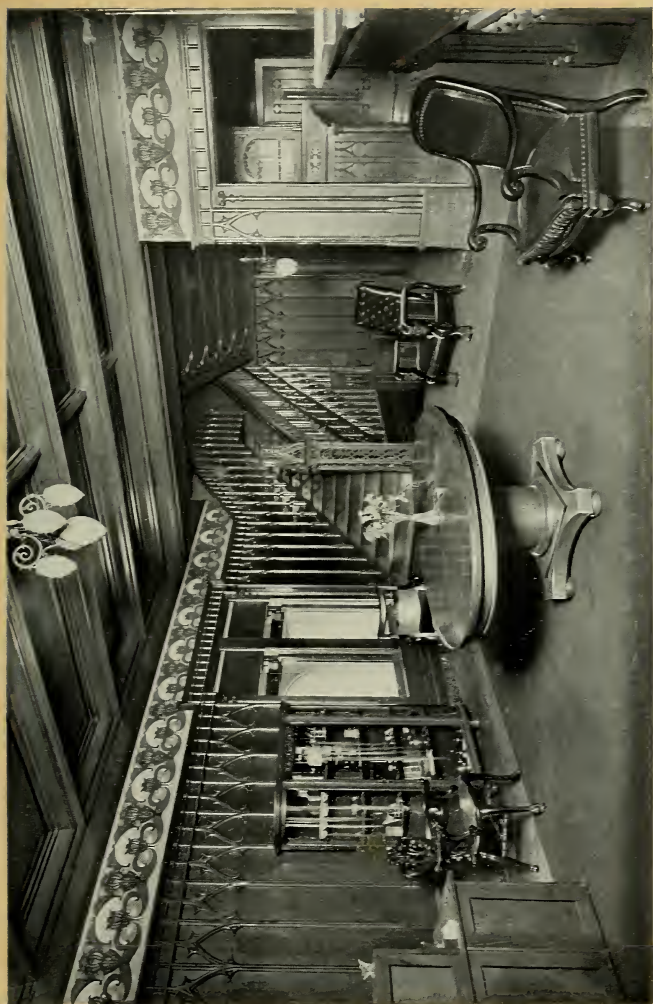
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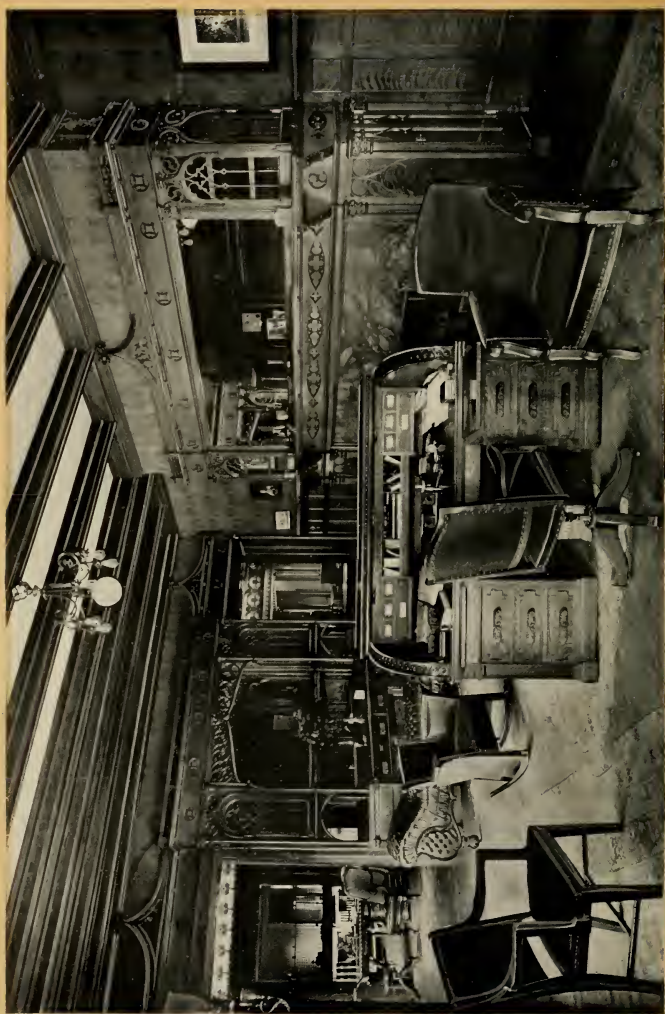
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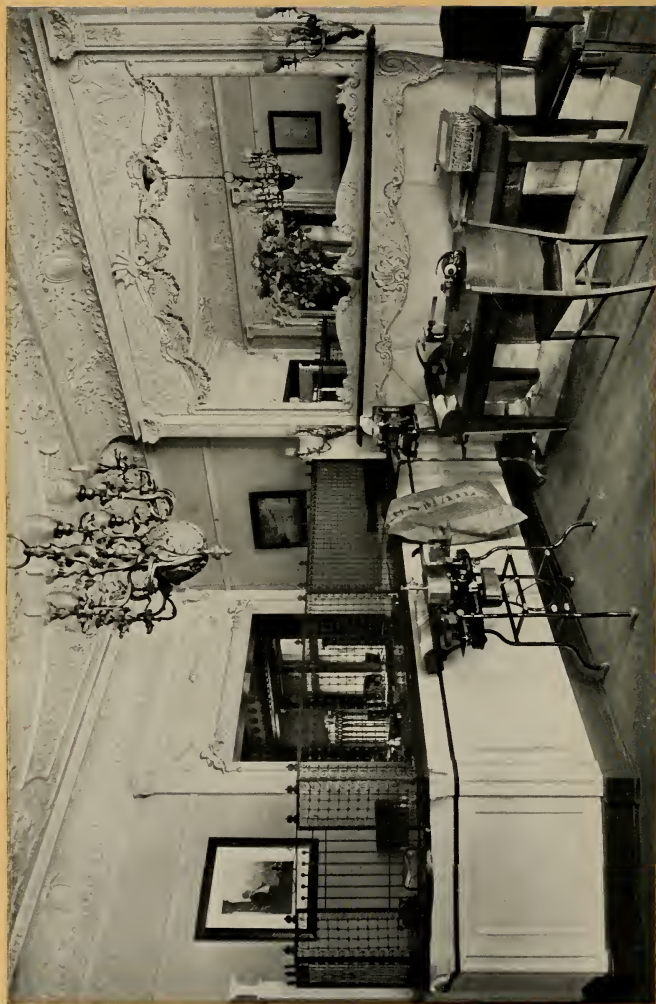










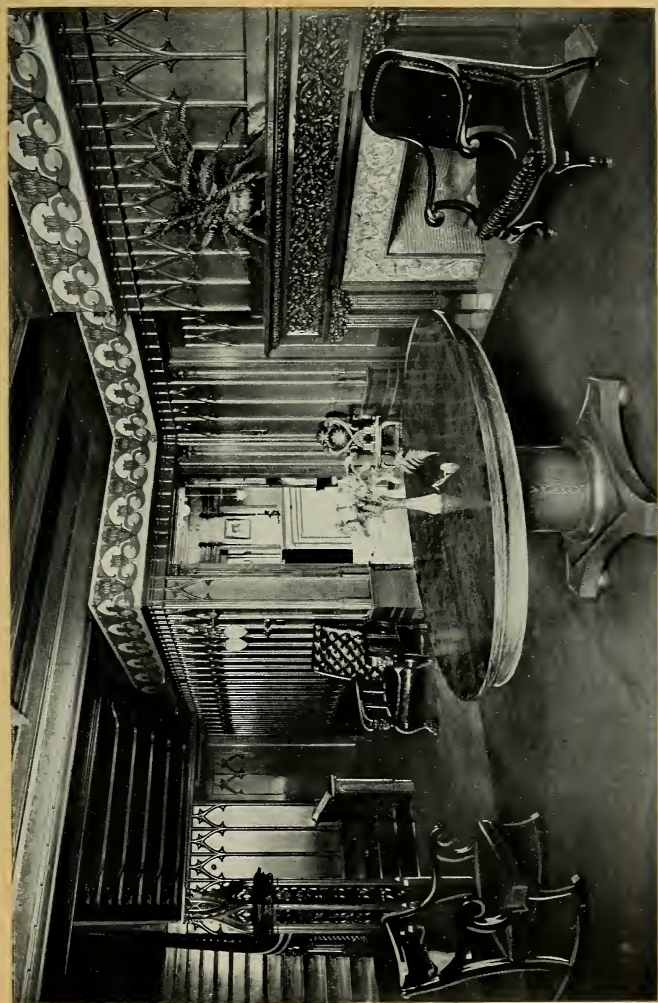












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